DOCUMENT RESUME

ED 404 080 RC 020 920

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TITLE Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
PUB DATE 96
NOTE 12p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adventure Education; Educational Philosophy; Elementary Secondary Education; *Experiential Learning; *Learner Controlled Instruction; Learning Strategies; Models; Student Empowerment; *Student Role; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS Debriefing; *Self Reliance

ABSTRACT

The increasing emphasis on teacher-directed processing of adventure experiences may be devaluing both the learning experience and the promotion of self-reliance among students. The problem with "overprocessing" is that the teacher, not the student, decides what was learned and its relative value. In addition, this approach emphasizes discussion and intellectualization, both of which undermine experiential learning. An overview of current and past teaching models used in Outward Bound, Project Adventure, and the National Outdoor Leadership School point out the inherent strengths and weaknesses of each approach. This paper also reviews educational theories and philosophies that contributed to the development of a student-centered learning model relevant to outdoor education. Student-centered learning involves reversing the process of traditional teaching so that students take responsibility for exploring, gathering information, and creating unity out of their learning experience while the teacher acts as guide and facilitator. At the beginning of the course, the teacher's role includes facilitating, compiling resources, teaching group process and activity skills, and providing students with choices about their learning. The transition phase is reached when students have committed to the goals of the course, learned necessary skills, and are prepared to use available resources. At this point, students are empowered to determine how their goals can best be met, facilitate appropriate activities, determine when teacher intervention is necessary, solve problems, conduct sessions to facilitate the "organization of experience," utilize resources, and assist with evaluation and closure. At the same time, the teacher continues to encourage students to be self-reliant, provides resources, facilitates when appropriate, participates as a co-learner, and plans and assists with evaluation and closure. (LP)

ED 404 080

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience (a working paper)

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Biographies

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Abstract

The increasing emphasis on teacher-directed processing of adventure experience may be devaluing both experience and the value of self-reliance in students. This paper provides an overview of different teaching models used in adventure education programs, different philosophical perspectives, and a model for promoting student centered learning. The goal of this paper is to encourage teachers of adventure education to make conscious choices about the methods they use. The model presents methods to promote self-reliance in students.

Introduction

The idea for this paper had its origins in a conversation about teaching methods. The methods in question were those where the teacher was the authority with little room for choice or input on the part of the students. While these methods have merit according to some views of "good education," it became clear that certain values which we held in common; such as self-reliance for students -- were not a part of this methodology. Our perception was that some of the same problems which were evident in these non-experienced based classrooms were evident in the experienced-based outdoor education programs that we teach as well.

The first question we faced was this: Do we want self-reliant students? If we define the self-reliant individual as one who can identify their needs, state these needs, and take responsible action to get these needs met, then the answer is an unequivocal "Yes." If our students are to survive in the rapidly changing, information rich, world of today then self reliance and life long learning skills would seem critical. If we want to promote the value of self-reliance in our students we must use methods that promote this value in our teaching.

We perceive that there is an overemphasis on teacher-directed processing

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of experience in adventure programs today. We have chosen to call this over-processing. Over-processed experience has at its origins a desire to make an experience "mean something", that is to transfer meaning from the experience to life outside of the experiential arena. We agree that this transfer of learning is important. How it should happen is the question. When the teacher, and not the student, is directing the process of deciding what the experience means to the students, a problem arises. The problem is that when the teacher is directive during discussion, he or she has taken on the responsibility for deciding what was to be learned. This denies the value of self-reliance because students are not making choices about how they should organize meaning from their experiences. A second problem is the high value placed on discussion (intellectualizing about the experience). At some point, the intellectualizing can become more important than the experience itself. If this happens, is it still experiential education? Our question then is this: How can we, as teachers, make conscious choices about our roles as educators to promote the value self-reliance and life long learning for our students in adventure education programs? This question is at the heart of this paper and the intent of a model which we have designed in an attempt to illustrate this process. At the outset of this discussion, let us acknowledge that the ideas we are discussing are not new; we did not create them. They are firmly founded in existing educational methodology and already in practice in many student centered classrooms. We are merely organizing some of these thoughts in a new way in hopes of stimulating conversation, and encouraging both ourselves and some of you to make more conscious choices about our teaching methodologies.

To facilitate this discussion about making conscious choices we will first review models of instruction from Outward Bound, Project Adventure, and the National Outdoor Leadership School. A brief synopsis of several philosophical positions will provide some insights into differing valuations placed on the intellectual and the experiential. Lastly, we will explain our model and discuss some roles the student and teacher may take on to promote self-reliance in the experiential learning process. Conscious choice of these roles could help one avoid the pitfall of overprocessing experience. Implications of this model for short and long programs will be discussed.

As to the question of "Is cheese food really food?", you will have to examine our ideas, read up, and decide that for yourself. Our hope is that you think about this issue and put your decisions into practice through the conscious choices that you make when next teaching students.

Teaching Models Used in Adventure Education Programs

We have selected several models to provide an overview of what is being done, much of it very well. Please note that we are speaking in generalities, as is true in any educational program, teaching methods will vary greatly from instructor to instructor and course to course. As mentioned earlier, we are not out to re-invent the wheel, but are attempting to promote discussion about teaching methods that will promote self-reliance. Steve Bacon (1987) provides an overview of three models used in the past and present at Outward Bound. Schoel, Prouty, and Radcliffe discuss the Adventure Based Counseling (ABC) method that Project Adventure uses with youth in counseling situations. The National Outdoor Leadership School is another well known provider of outdoor adventure programs. While this is not a list of all programs, we hope that it is somewhat inclusive of current models of practice. Brief descriptions of each of these methods are presented along with some of pluses and minuses of each.

Bacon (1987) describes two models, the "Mountains Speak for Themselves"

(MST) and the "Outward Bound Plus" (OBP) that are currently being used. He then presents his "Metaphor Model" (MM) and describes how it can be implemented and why it can maximize the impact of an Outward Bound course.

The Mountains Speak for Themselves (MST) model includes the most basic elements of an Outward Bound course, much as it was imported from Britain in the 1960's. An instructor using this method presents incremental experiences leading up to mastery and peak experience. The course itself is relied on to do the teaching and discussion and feedback are de-emphasized. The experience is of primary value. One plus of this teaching method is its degree of success; this model has been found to provide "typical" Outward Bound course outcomes such as peak experiences, increased self-confidence, and increased sense of interdependence of humanity, for both standard and special populations courses (Bacon, 1987). A second plus is that instructors do not require specialized training in counseling, therapy, and human relations; they can rely on their skills of leading groups through increasingly difficult challenges in the backcountry. Three criticisms have been leveled at the MST model (Bacon, 1987). First, is that proponents of John Dewey's philosophy of learning argue that students need an opportunity to reflect on experience so they can organize what they have learned in order to apply it to other life situations. Second, that staff should be trained in the specific issues and needs of special populations so they can be more effective, and third, that the outcomes of increased confidence and peak experiences may not lead to any actual behavior change.

The Outward Bound Plus (OBP) model attempts to provide an answer to some of these criticisms. In this model, the standard Outward Bound course continues, but now the instructor provides detailed debriefings and uses psychoeducational techniques to help students understand and transfer what was learned from the experience. The instructors role now includes discussion leader, counselor, and group process facilitator. The instructor focuses on making cognitive links between course experiences and daily life as he or she assists students in their attempts to integrate what they have learned from experience into their daily lives. One plus of the OBP model is that it addresses many of the criticisms leveled at the MST model which preceded it. Also, typical Outward Bound type outcomes continue to be achieved (Bacon, 1987). Additionally, it was discovered that the Outward Bound course provides fertile ground for the effective practice of non-Outward Bound methodologies in counseling and therapy, such as the treatment of individuals with alcoholism using the methods of Alcoholics Anonymous (Bacon, 1987). Criticisms of OBP include that it is techniquey; its dependence on imported gimmicks, psychotherapy, and lectures could result in the loss of the importance of the Outward Bound experience itself. Experience is sometimes seen as less important that the discussion (Bacon, 1987). Bacon raises a good question: is OBP experiential education if discussions assume such a prominent position?

The metaphor model (MM) represents Bacon's efforts to address these concerns. He builds on what was learned from the MST and OBP models, and suggests consciously framing course events so that they become experiential metaphors for salient changes in students lives. The pluses of the MM include that it conserves gains made by the OBP model in specificity and transferability while re-asserting the primacy of experience. The metaphor serves to create an experience where the students are conscious of the issues they are working on during the experience. The transfer of learning now becomes part of the experience (Bacon, 1987). We see one primary drawback to this model. Bacon asserts that the "ethical and effective employment requires a complete and accurate assessment [of students needs]" (p. 14). The problem that we see with this is that it is often difficult, if not impossible, to get

a complete and accurate assessment of needs. As a result, the instructor will be designing metaphors based on what he or she thinks the students need. The instructor is responsible for deciding what they need, and what is the best way to meet these needs. To our view, this puts a heavy responsibility on the instructor, and at the same time, denies the value of students making their own choices, and thus promoting their self reliance.

Project Adventure promotes the use of a model called Adventure Based Counseling (ABC), (Schoel, Prouty, and Radcliffe), which is very similar to the Outward Bound Plus model. The same criticisms leveled at Outward Bound Plus can apply here. ABC describes each activity as a "wave" containing a brief (introduction), activity (the experience), and a debrief (the discussion). Each debrief contains questions to help students transfer learning through a three step process: What?, So What?, and Now What?. The "What" asks students to reflect on what occurred. The "So What" asks students to determine what these occurrences mean to them as individuals and as a group. The "Now What?" encourages students to articulate how what they have learned can be useful to them in life outside of the experiential classroom. A plus to the ABC model is that it describes a clear process to help students transfer learning from the experience to real life situations. A criticism is the high value placed on discussion in this model. Experience without the discussion is not seen to hold much value. The ABC and OBP models raise several questions: Is this experiential education if the value of the discussion is primary?; If the instructor directs the content of the debrief, as some do, who decides what was learned and how it should be used, the instructor or the students?

The primary aim of the National Outdoor Leadership School(NOLS) is to provide students with a variety of skills needed to participate in expeditions. In this skills-based curriculum learning is appropriately directed by the instructor. The instructional methods most closely resemble that of the MST model where the instructor teaches skills and provides incremental challenges aimed at preparing the group to achieve a goal, such as climbing a mountain. Group processing would likely be specifically addressed when the topic of expedition behavior is taught. Pluses of this teaching methods are that NOLS can accomplish its primary program aim (teaching skills) very effectively through instructor directed learning. A criticism is similar to that of the MST approach -- that there is likely to be limited transference of learning to life outside of the course.

All of these methods are currently being used by outdoor educators. We present these models, not so much to judge them, but to encourage the instructor to make conscious choices about which style to use when.

Selected Philosophical Positions

It is beyond the scope of this paper to present detailed information about philosophical positions, but we would like to mention several ideas which we used as tools in making decisions for the model.

The first point the emphasis placed on the importance of intellectualizing the adventure experience through leader directed discussion. One obvious answer is that the instructor believes that discussing the experience will lead to increased chance of transfer of learning to life arenas beyond the experience. This is probably true. But is the experience itself seen to hold value without the discussion? According to Austin (1991) "Roland, Keene, Dubois and Lenitin, Roland, Summers, Friedman, Barton and McCarthy, Smith and Witman have all stressed the critical nature of debriefing, or group processing, in order for clients to achieve benefit from adventure/challenge therapy" (p. 81). If a good adventure program is one that

consists of equal value on experience and discussion, what then of the program that has little of no discussion? Does it hold little value? This dilemma is at the heart of the MST versus OBP debate.

Western educational thought has developed with a distinction between the knowing mind (the intellectual) and the knowing mind (that which can be sensed), with a distinct valuation of the intellectual over the physical (Crosby, 1995). While some philosophers resolved this mind/body split in theory (Kant and Dewey and others), education, in practice, has not.

One example is my daughter's first grade public school curriculum. When reviewing the goals set out for her first grade year I note goals in areas such language, reading, and math. When I look at the curriculum there are also classes in physical education, art, and music (taken once or twice a week). I conclude these classes must be "extra-curricular", or beyond curricular interest, because they are not included in her goals for the year. The emphasis on the primacy of intellectual development is by no means unique. It pervades our educational systems from the earliest age, and continues through college. Our educational system values the development of the intellect more highly than the physical.

Theories of education are based in more general theories about epistemology, which is "the study of how we know what we know" (Crosby, p. 74). One way of knowing is that of authority; "the teacher has the knowledge and dispenses it to students in the way he or she feels best" (Estes & Mechikoff, 1995, p. 69). Authority in education is obvious, so much so that we may take it for granted. All students have at one time or another experienced this teaching method (Estes & Mechikoff, 1995). This method of knowing values the intellectual, and positions the teacher as the holder of intellectual knowledge which they will "pour" into the students who are "empty vessels."

A second epistemological theory, which Estes and Mechikoff call "subjectivism" contends that individuals have experiences that are observable by that individual, and the individuals come to know those things which they have experienced. In other words, we know something because we experienced it. Epistemologies that emphasize knowing through subjective experience include existentialism, phenomenology, Zen Buddhism, and other Eastern philosophies (Estes & Mechikoff, 1995). Knowing through subjective experience does not acknowledge a need for intellectualizing experience. You may recognize this as the epistemological position of the MST model -- the experience speaks for itself. John Dewey wished to resolve the problems created by dualism. According to Hunt (1995) "Dewey wants empirical naturalism to render the old philosophical dualisms obsolete, rather than refute them directly. He simply abandons these terms and approaches philosophy from a new perspective; the perspective of experience" (p. 82). Dewey saw experience as the basis for his philosophical method, and he distinguished between two different, but interconnected parts: the primary and secondary parts of all experience (Hunt, 1995). Primary experience refers to the immediate, tangible, moving world which one experiences, and secondary experience is what happens after the primary experience. This "reflective" experience takes the data provided by the primary experience and arranges it. Thus Dewey avoids dualism, and also explains how one can transfer learning from an experience to other life arenas.

Kraft summarizes several key aspects of Dewey's thoughts: "Individual learner involvement in what is to be learned; learning through experiences inside and outside the classroom, and not just from teachers; and, learning through experiences immediately relevant to the learner" (p. 12). While this discourse scratches only the surface of Dewey's thinking, it provides a rationale for stating that students can select ways to effectively organize their experience, and that teachers need to promote the student's role in the

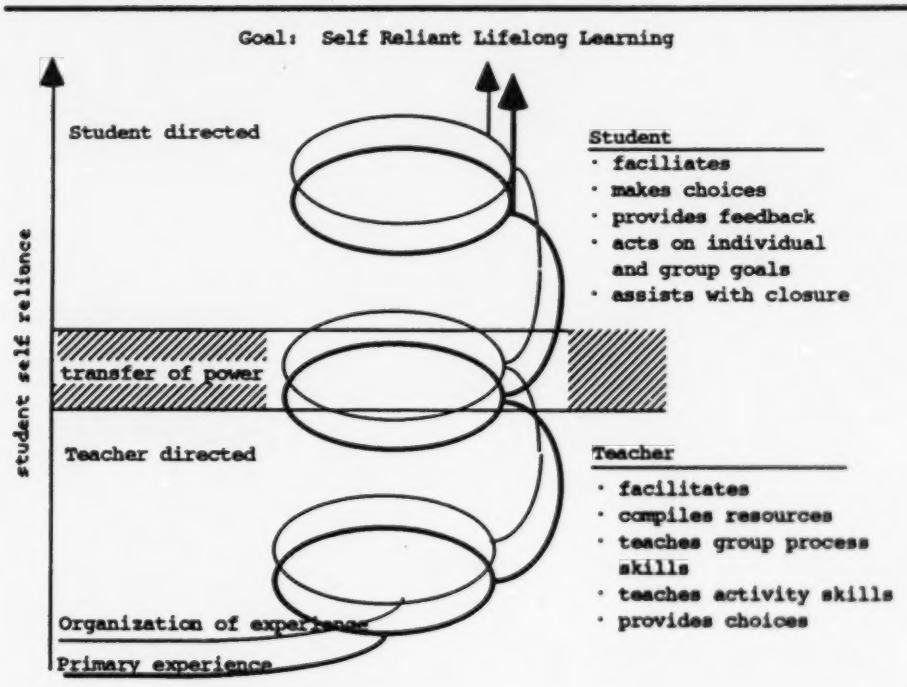
learning process by allowing them involvement in what is to be learned. The teacher can facilitate learning by using methods to encourage student involvement in secondary experience including: (1) listening for students needs to process experience; (2) providing resources that can be used by the students (such as journal or books of readings); (3) choosing more creative closure activities (such as poems, sculpting, music, or drama).

A Model to Promote Student Centered Learning

The student centered classroom is not a new idea. In general, it involves the reversing the process of traditional teaching so the students, not the teachers take on "leadership in exploration, information gathering, and creating unity out of their education with the 'teacher' as guide and participating learner and as a resource person" (System Dynamics in Education pamphlet). In contrast, when the teacher is the authority for what is learned in an experiential outdoor education program, the teacher is also responsible for assisting students with the transfer of learning. Wilson (1995) states "I remember when I thought I'd reached a plateau in teaching when I could set a goal for the group, design a structure activity to 'teach' that lesson, and finally process it all to maker sure they got the point." We believe this puts an awful lot of responsibility on the teacher. When using the metaphor model the instructors need to conduct a complete and accurate assessment of needs to ensure ethical usage of metaphors (Bacon, 1987). How often is this truly possible? Few instructors are operating in clinical settings that use formal assessment procedures. If instructors are utilizing the Outward Bound Plus model then they design processing questions around what they think the group needs to learn. Instructors take responsibility for knowing student's issues. This can be difficult as it is often hard to separate our own issues and needs from those of the students. Using teaching methods that promote student directed learning makes the statement that the leader does not have all the answers. He or she is no longer the ultimate authority in the learning process. Some of the benefits discussed by Warren (1995) include the ongoing exploration of important questions like "What is learning?" and "What are the goals of education?" Utilization of student-directed methods is probably a lot more difficult that traditional teacher-directed methods. The payoff, we believe, will be increased self reliance of the students as they take ownership for what they learn. Our goal is, that as students become self reliant learners that they will embark on an ongoing journey towards life long learning. Before embarking on your own course to incorporate techniques for more student directed learning in your outdoor program you must first ask the question: "Do the students on this course want to have a role in their learning?" If the students are not interested in self reliance, these concepts will be difficult, if not impossible to promote. Assuming their answer is affirmative, consider implementing some of the suggestions in our model (see Figure 1). All learning experiences begin as teacher directed. At each stage of the model, there are certain goals, roles for the teacher, roles for the students. These need to be clarified and taken seriously. At the beginning of the course the program will be directed by the teacher. The roles that the teacher takes could include:

- providing initial structure, and focusing, serving as a role model for good facilitation
- providing information about the planned curriculum (we acknowledge that if a student is going to a program like Outward Bound the curriculum is pretty much set before they arrive)
- explains goals for course

Figure 1. Model showing the how self-reliance of the student increases as the teacher shifts power from him or herself to the students in experience-based learning. Primary experiences are on-going as is the student's organization of what is being learned from these experiences. The intended goal is the students empowered with the tools for self reliance and life-long learning.



- provides resources (library, activity, skills inventory)
- discussing roles of teachers and students
- teaches process skills
  - group thinking
  - decision making
  - leadership roles such as:
    - time keeper
    - feelings articulator
    - group conscience
    - question framer
    - summarizer (see Warren, 1995)
  - giving and receiving feedback
- listens to group; helps them identify their important issues
- provides choices where possible
  - choices of what to do (what to do) and/or
  - choices of process (how program is to be implemented)

At the outset of the course, the student has some specific roles as well:

- deciding to commit to the concept of self-directed learning
- enthusiasm and energy
- participate in goal setting and role determination
- resource discovery and utilization
- develop the community (sense of team, determining norms)

The transition phase is reached when students have committed to goals and roles, learned necessary group process skills and activity skills, and are prepared to use the resources at hand. In this transition phase the teacher needs to: continue to refine process skills; discuss changing roles; assist with evaluation; be a cheerleader, and intervene when it is warranted. A warranted intervention might be taking back power due to continued struggling on the part of the students, being asked to take power back by the students because of a legitimate need they have for direction, or a new part of the curriculum for which students do not have the skills and resources to know what to do. The students in this transition phase should be working to: reset ground rules; continue to clarify goals and roles; utilize group process skills; ask for assistance as needed; use the resources available to them; and conduct a mid-class evaluation. The teacher and students need to recognize that the transition is a difficult period. A change is taking place. Both teacher and students are moving from the know to the unknown. The teacher directed class is something most people are comfortable with. The unknown can be frightening. Expect the process to involve some struggle. Acknowledge what is being left behind, and celebrate what is ahead. The role of teacher as cheerleader, encouraging the group, can not be underestimated. In the student directed portion of the model new roles are assumed by both teacher and student. The students now:

- determine how goals can best be met
- facilitate activities as appropriate
- ask the teacher to facilitate where appropriate
- plan, problem solve
- conduct sessions to facilitate the "organization of experience"
- utilize resources
- plan and assist with evaluation and closure

The teacher will:

- continue as cheerleader
- continue as resource provider
- facilitate as appropriate
- participate as co-learner
- plan and assist with evaluation and closure

Clearly this model will have some different implications for short courses and long courses. We think of a short course as being from one to seven days, and a long course as being eight days or more. You may have some groups for an entire school year!

When you have limited time with participants, you will not likely have the time to take them through the phases of this model. It does take more time. There are, however, certain things you can do to allow student choices and foster self reliance in the learning process. Choices can be offered, time can be spent discussing program goals and instructor/student roles, the

instructor can acknowledge the value of self-reliance and discuss its role in the learning process, and you can use creative activities that allow for individual expression in closure. For example, when teaching a rock climbing class, students can select the preferred method of learning: should it be done in small groups? should there be a large lecture, demonstration, and practice? should we divide into groups based on individual goals? They may not determine what will be taught, but they may be able to have some choice in the method of delivery. A discussion of goals can allow room for modification (depending on appropriateness for the course); a discussion of roles can clarify what the instructor will do, and leave open a space for students to state what they could do as well. Discussing the value of self reliance and its role in the learning process sets the stage for students to become more aware. Creative closure activities could include poetry, artwork, body sculpting, journal writing, and so on. These activities all allow for individual expression; this provides the students the opportunities to organize meaning from their experiences independently and as a group.

On a longer course the instructor will have more time to devote to discussions and planning that are required to implement ideas in this model. Students will be able to struggle with some lessons, learn from their experiences, and develop more effective strategies. All of the ideas that were suggested for the short course can be implemented, plus there is an opportunity to truly change the environment from a teacher directed to a student directed one.

Conclusions

As teachers in experiential education we have opportunities like no others to help students develop their capacities for intuitive learning. If we give students problems to solve and let them work them out in a way that they are invested in the learning process we can promote self reliance. Make conscious choices when choosing learning methods to promote those things which your students need to develop. If your goals include self reliance and skills for life long learning, consider some of these suggestions.

Is cheese food really food? As experiential educators, it may be a mistake to overvalue discussions, especially if they are teacher directed. When you decide to intellectualize after an experience, make that choice a conscious one, not a defacto decision "because that's the way it's done."

Annotated Bibliography

Adventure Education Models

Bacon, S. (1987) The evolution of the Outward Bound process. Greenwich, CT: Outward Bound, USA.

Bacon describes two approaches historically used by Outward Bound: the "Mountains Speak for Themselves" and "Outward Bound Plus". Assumptions, the role of the instructor, pluses, and criticisms are presented for each. Bacon then makes a case for a new technique where the instructor can consciously frame course events so that they become metaphorical for salient changes in students lives. The purpose of the metaphor model is to reassert the primacy of experience (as opposed to intellectual discourse about experience) and to move toward what Tom James terms "deep play" (p. 29).

Schoel, J., Prouty, D. & Radcliffe, P. Islands of healing: A guide to adventure based counseling. Hamilton, MA: Project Adventure.

This book provides a comprehensive discussion of the rapidly growing adventure based counseling approach to conducting adventure programs. "How to" information on group selection, training, goal setting, sequencing, introducing, leading, and debriefing activities is included. Discussion of applications includes junior and senior high schools, a psychiatric hospital, and court referred programs.

Student-Centered Learning

Wilson, L. (1995). When we want to empower as well as teach. In K. Warren, M. Sakofs, J. S. Hunt Jr. (eds.) The theory of experiential education (3rd ed.), pp. 275-284. Dubuque, IA: Kendall/Hunt Publishing Company.

Wilson writes of her years of experience as a learner/teacher using experiential methods and empowering the learner. She articulates strategies she discovered for helping students see themselves as key actors in the learning process. She explains ideas for using real situations, role play, simulation, giving choices, interpreting individual and group themes, and becoming a co-learner.

Warren, K. (1995). The student-directed classroom: A model for teaching experiential education theory. In K. Warren, M. Sakofs, J. S. Hunt Jr. (eds.) The theory of experiential education (3rd ed.), pp. 249-258. Dubuque, IA: Kendall/Hunt Publishing Company.

Warren describes what she has learned through five years of using the student-directed classroom method to teach a course in the theory of experiential education to students at Hampshire College. Students are empowered by the teacher who prepares them with the tools they need for determining their course of study. Warren emphasizes techniques for the teacher to transfer power to the students, rather than abdicating power, which would result in confusion.

Philosophy

Crosby, A. (1995). A critical look: The philosophical foundations of experiential education. In K. Warren, M. Sakofs, J. S. Hunt Jr. (eds.) The theory of experiential education (3rd ed.), pp. 3-14. Dubuque, IA: Kendall/Hunt Publishing Company.

April Crosby traces the general beliefs behind the philosophy of experiential education. Following a discussion of epistemology and metaphysics, Crosby provides a common sense explanation of the historical/philosophical underpinnings of experiential education from the Sophists to Kant. She concludes with a discussion of John Dewey's philosophy which provides, according to Crosby, "the foundation for what most people call experiential education."

Hunt, J. (1995). Dewey's philosophical method and its influence on his philosophy of education. In K. Warren, M. Sakofs, J. S. Hunt Jr. (eds.) The theory of experiential education (3rd ed.), pp. 23-32. Dubuque, IA: Kendall/Hunt Publishing Company.

Hunt outlines Dewey's method of philosophy beginning with his attack on dualism. After outlining Dewey's philosophical method, he connects it with his philosophy of education. Dewey rejects "traditional education's obsession with the secondary aspect of experience." Hunt illustrates Dewey's views on the effects of dualism in education with a discussion of freedom versus authority. He argues that Dewey's philosophy is as relevant and needed today as it was in 1920.

Kraft, R. J. (no date). Towards a theory of experiential learning. In R. J. Kraft and M. Sakofs, The theory of experiential education (2nd ed.), pp. 7-38, Boulder, CO: Association for Experiential Education.

Kraft describes the philosophical foundations of experiential education. He begins with the problem of trying to define experiential education and moves into the philosophical foundations of experiential education. Included are Plato, Aristotle, Descartes, Locke, Mill, Pierce, James, Dewey, Mao-Tse-Tung, Friere, Pirsig, and finally, Kurt Hahn. The article continues with sections on the psychological foundations, anthropological foundations, and research and evaluation in experiential learning.

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Austin, D. A. (1991). Therapeutic recreation: Processes and techniques (2nd ed.), Champaign, IL: Sagamore Publishing.

Estes, S. and Mechikoff, R. (1995). Knowing human movement. (in press).